

EFL Teachers' Readiness in Using Technology to Teach English in A Public Junior High School

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Abstract

This study focuses on EFL teachers' readiness in using technology in teaching English. According to the Technology Acceptance Model (TAM) framework (Davis, 1989), people's perceived ease of use and perceived usefulness will lead to the person's attitude toward using technology. Qualitative case study was carried out to explore EFL teachers' readiness to use technology in teaching. The data from interview analyzed using thematic analysis. To enrich the data, observation also employed. In this case, teachers' attitude towards using is almost in the same height and generally low. However, their perceived ease of use and perceived usefulness result are varying. Based on the findings in my study, I found that the teachers feel that technology for learning is very useful for them. However, they feel it is not easy to use and also somewhat those teachers were resistant to accept the existence of technology in teaching. These shows that that the teachers in the school are not ready yet to use technology in teaching English.

Keywords: EFL teacher; technology readiness; technology in teaching

Introduction

Advancement in technology makes human work easier and more comfortable, as at first, we wrote anything using paper and pencil, then there were typewriters that helped to make more writing than writing using pencil, then there were computers that made it easier for us to write without pencil or paper at all. Advances in technology have also had a major impact on education. Initially, teaching in the classroom was focused on books, text, notes, and writing on the blackboard, but has shifted to more attractive media, such as audio, video, and web 2.0, which can be obtained with existing technology. Technology also provides up-to-date topics rather than printed books (Pešut, 2014), which can lead students to more engage with the material. This also changed the teaching model in the classroom, which was initially teacher-centered to become student-centered (Moeller & Catalano, 2015), where the teacher is not the only source of knowledge and student can also find the knowledge by themselves with the teacher's guidance. Through the use of technology, students are actively

participating in authentic learning experiences that are growing their critical and creative thinking and increasing their knowledge base (Hartman et al., 2019).

According to the regulation of The Indonesian Ministry of National Education no. 16 2007, one of the teachers' competencies is to utilize information and communication technology for the benefit of learning. This means that all teachers in Indonesia should be ready to integrate technology into their classes. The study held by Alwasilah (2013), shows that 29,5% of elementary teachers and 33,9% of secondary EFL teachers have difficulties with instructional technology. With that said, teachers who are still used to traditional teaching (teacher-centered) is the one who needs to understand the technology rather than the students who are already used to technology since they were born (Situmorang et al., 2020). In other words, the need to be able to quickly adapt to the change in technology, be comfortable with students who multitask, and be open to technology-rich teaching and learning environments (Hartman et al., 2019) is the challenge for teachers nowadays.

Teacher Readiness in Using Technology

The skill of using technology in teaching counted as an important thing alongside proficiency in English and the methodology of teaching (Afandiyeva, 2021) in the present day. The concept of technology readiness is defined as people's willingness to adopt and apply new technologies for achieving goals in their personal and professional lives (Summak et al., 2010). Gestardi et al. (2021) define technology readiness as "a concept developed to characterize the tendency of individuals to use and adapt new technologies to achieve goals both in work, tasks, and daily activities" (p.63). In another word, we can say that technology readiness is an individual's willingness and tendency to adopt and adapt new technologies to achieve goals. Furthermore, teacher readiness in using technology can be defined as "teacher perception of their capabilities and skills required to integrate technology into their classroom instruction" (Champa et al., 2019 pp.197). We can conclude that teacher readiness in using technology is a teacher's willingness to integrate technology into their classroom for achieving learning goals.

The Use of Technology in Teaching English

Teaching English as foreign language (EFL) requires media and technological tools to facilitate the delivery of teaching materials and practice activities, for example: to know the correct pronunciation, intonation and suitable expressions, audio/video from native speakers is needed (Kusuma, 2020). The integration of technology in teaching and learning, especially in language

learning already exists and used to enhance students' language learning—or usually called Technology-Enhanced Language Learning. TELL refers to the use of a computer as a technical advancement to show multimedia in order to enhance a teaching strategy (Kranthi, 2017).

Integrating technology in learning needs special considerations so that it does not give disadvantages to both students and teachers (Kusuma, 2020). Before using technology in the class, teachers must understand that technology in education aims to facilitate learning, create a learning process that was initially difficult to occur, and help the educational process become of a higher quality (Kusuma, 2020). Another consideration before using technology in the class is familiarizing with the technology. With various kinds of technologies as mentioned before, teachers should have to know, test, and evaluate them, then decide which one suits their teaching activities and adapt it based on the aims and objectives of the teaching activities (Afandiyeva, 2021).

Previous Studies on Teacher Readiness in Using Technology

Previous studies on teacher readiness in using technology had been done. Cuhadar (2018) used a survey sample methodology to investigate the knowledge and expertise of 832 pre-service teachers in using information and communication in their study at the school of education. The outcome shows that pre-service teachers are not given sufficient guidance and assistance about the use of ICT in education during their academic careers at faculties of education, and it differs depending on the gender and faculty of education. Petko et al. (2018) used a structural equation model to explain the relationship between teacher readiness and school readiness. This study revealed that teacher readiness for integrating educational technology is dependent on perceived skills and beliefs as well as school readiness.

To more specific, studies that exploring about EFL teacher technology readiness also had been done. A descriptive quantitative study held by Cahyani & Cahyono, (2012) to explore the technology use and teachers' attitude towards the use of technology in EFL classroom. The study found out that the technology brings success of teaching and learning activities, also the presence of technology in language classrooms is a prerequisite for interesting language instruction and success in language learning. Aprilia Sari et al. (2022) conduct another study to explore EFL pre-service readiness to integrate technology in the classroom. This study shows that most respondents have adequate basic digital skills to use technology in the classroom, but further knowledge to use various digital technology more effectively to support language instructions.

From the studies above, it can be concluded that teacher readiness to use technology in teaching varies depending on the environment, skills, and

perception of teaching technology. From the studies already explained above, there is so little information about EFL teachers' teaching-technology readiness in Indonesia especially junior high school EFL teachers in the post-pandemic era. Therefore, this present study aimed to explored junior high school EFL teachers' teaching-technology readiness in the class.

Method

A qualitative case study used to answer the question of "How is EFL teacher readiness in using technology to teach English?". I employed one-on one interview with 4 EFL teachers in a public junior high school in Sidoarjo. The participants asked about their readiness to use technology based on Technology Acceptance Model (TAM) by Davis (1989). The data from the interview analyzed using thematic analysis. To cross-check the teachers' statements from the interview, I also conducted a class observation that held 3 times each teacher.

Findings

From the interview data, I get results as shown in the graphic below

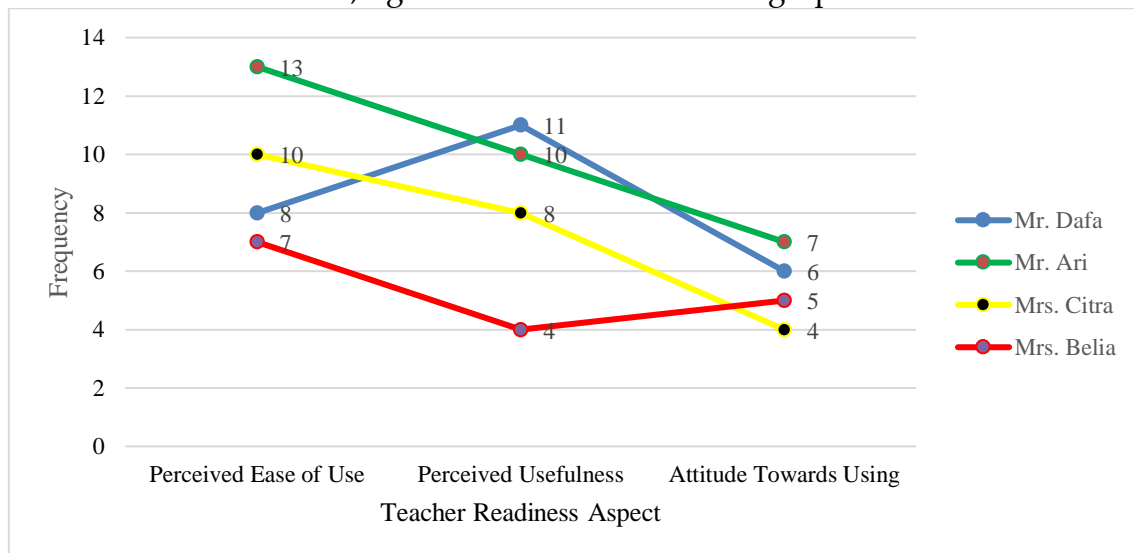


Figure 1. Histogram of Technology Readiness of EFL Teachers

Based on the figure above, the teachers have almost the same height in the attitude toward using aspect, also this aspect is the generally lowest aspect than the others. This shows that teachers' attitudes are almost similar attitude, which is they are generally not ready in terms of attitude toward using technology in teaching English.

Mr. Ari and Mrs. Citra have the same graphic pattern, they have high perceived ease of use, low attitude toward using, and perceived usefulness in between them. However, 2 teachers have a different graphic pattern than the others. Mr. Dafa is more ready with his perceived usefulness and has perceived

ease of use in between perceived usefulness and attitude toward using. The other teacher who has a different graphic pattern is Mrs. Belia. She is ready with her perceived use like the others but has a higher frequency in attitude toward using than perceived usefulness.

To get more understanding of how EFL teachers' readiness in using technology in teaching English, the result of the thematic analysis is shown below.

Theme	Sub Theme	Frequency				Excerpt
		Mr. Dafa	Mr. Ari	Mrs. Citra	Mrs. Belia	
Cognitive Readiness	Teachers' Perceived Ease of Technology Use	8	13	10	7	<i>"We adjust it, for example, if we are going to deliver a particular material, all we have to do is browse and then modify it to the material..."</i>
	Teachers' Perceived Usefulness of Technology	11	10	8	4	<i>"Very, very helpful. In the past, we wrote it by hand but now we don't have to just enter the score from the children that we have collected every day for tests, assignments, and so on, the grades are already there, we just have to enter the scores there, then we will found the final score there."</i>
Total		19	23	18	11	
Affective Readiness	Teachers' Attitude Towards Using Technology	6	7	4	5	<i>"... In my opinion, when there is a new technology that I don't understand, I think it's complicated and sometimes makes me avoid it. If I know the technology, I'm happy, so why not (use it). If we use that technology which easy, makes easier for us, we understand it, operate easily and so on, I will be happy."</i>
Total		6	7	4	5	

Based on the table above, teacher readiness to use technology in teaching English is not ready in general. In cognitive readiness, the teachers have generally ready with their ease of technology use. They have high frequency in cognitive readiness, but they are not generally ready with their affective readiness. Further discussion of teacher readiness to use technology in teaching English is discussed below.

Cognitive Readiness

According to the TAM framework, cognitive readiness is one of the major themes to knowing teacher readiness in using technology to teach English. Cognitive readiness consists of teachers' perceived ease of use and teachers' perceived usefulness.

In general, Mr. Ari has the highest total frequency of cognitive readiness among the other teachers who participate in this research. He is the readiest teacher in perceived ease of use. His readiness is proved by one of his statements saying that technology can be customized with his teaching material.

"We adjust it, for example, if we are going to deliver a particular material, all we have to do is browse and then modify it to the material...." (Mr. Ari No. 35)

Mr. Ari points out that he can modify the materials he finds on the internet to suit the level of ability and understanding of the students he teaches. He points out that he is ready with the various type of materials and adjusts them to what he needs.

On the other hand, the use of technology for the teachers is only as a tool for teaching, as teachers said.

"If it requires the technology, we will use it, but if we don't use technology, we can do it too, right?." (Mr. Dafa No. 5)

"...sorting and choosing from the material that we deliver to students that have something to do with learning through IT." (Mr. Ari, No.47)

"... depending on the material, depending on the subject matter. So we don't have to just use all of the technology, right? We also have to adapt to the conditions of the class being taught" (Mrs. Belia, No. 89)

Almost all teachers stated that they used technology only when certain materials were suitable or needed technological assistance in their delivery. The easiness for them to adjust the use of technology for any material is said to be still not qualified from this statement.

Mrs. Belia has the lowest frequency of perceived ease of use among the 4 teachers. This means that she is the least-ready teacher in terms of perceived ease of use. When she asked about her readiness to customize technology into her teaching, she stated:

"For my need, yes, it's easy to customize. For 8th grade, for any model, I still can do it, but for 7th grade, still need adaptation because the curriculum is different from the 8th and 9th grades." (Mrs. Belia No. 83)

Mrs. Belia agreed that technology can be customized to what she wants and need, but in the next sentence, she said that she has trouble customizing the technology with the 7th grader material due to the new curriculum. She still needs

time to adapt to curriculum changes that result in changes in the delivery of material to her students.

Aside from the changes in the curriculum, another teacher also revealed that the school's unsupportive facilities made it difficult for her to use technology in class.

"Sometimes the obstacles here are the facilities, for example the computer lab is not optimal, it doesn't function optimally" (Mrs. Citra, No. 60)

Mrs. Citra said that inadequate facilities at school is one of the reasons why she did not use technology in her learning. From this statement, insufficient facilities in schools reduces the ease of use of technology for teaching and learning for teachers.

In contrast to the results of perceived ease of use where teachers still find it inconvenient to use technology, the perceived usefulness of teachers mostly gets positive responses. Mr. Dafa gets the highest perceived usefulness and this means that he is the readiest teacher in terms of perceived usefulness. He agreed that technology helps him in his job, as he said:

"Very, very helpful. In the past, we wrote it by hand but now we don't have to just enter the score from the children that we have collected every day for tests, assignments, and so on, the grades are already there, we just have to enter the scores there, then we will found the final score there." (Mr. Dafa No. 13)

From the statement, Mr. Dafa is feel helped by the fact that technology makes his job much easier when scoring students' tasks and assignments easier. He agreed that it is easier to use technology to help him find the final score of the students' daily scores and exam scores. He does not have to write down each score from each student and count the scores one by one to get the final score.

The least ready teacher in perceived usefulness is Mrs. Belia. She talks about her perceived usefulness only 4 times in the interview, but all of them are proving that she agreed that technology is useful for her.

"Yes, it's faster. Because we might be able to look for references, searching something, materials, or else." (Mrs. Belia No. 87)

She stated that technology helps her to work more quickly when she needs to find teaching materials for her students. Even though she is the least-ready teacher, she admits that technology is useful for her to help her to work quicker, and technology is the source of her teaching materials.

From the explanation above, it can be concluded that teachers are generally ready with their cognitive readiness even though some of them are sometimes not ready in certain circumstances, but they are ready if technology is applied in learning.

Affective Readiness

Attitude towards using is the only subtheme covered inside the affective readiness. The teachers are generally not ready with their affective. In contrast to aspects of perceived ease of use and usefulness, teachers spoke about their attitudes towards use less than 10 times in the interviews.

Mr. Ari gets the highest number of frequencies of attitude towards using among the other teachers. He admits that he is satisfied with the technology's existence for teaching.

"Personally, I like it more than I don't like it because it often helps from the work of a teacher." (Mr. Ari No. 46)

He feels that technology has many roles in helping his work. This statement shows that Mr. Ari is ready to use technology as he said he is satisfied with the technology he uses in teaching and learning English.

Even though Mr. Ari has satisfaction in using technology, he also still has a desire to use conventional methods, especially in terms of exams.

"...but on the one hand, in my personal opinion, these tests, I prefer to use paper tests." (Mr. Ari No. 45)

Mr. Ari stated that he preferred to use the paper test than the CBT test. As I know the school condition, this school uses computer-based tests that can be accessed using cellphones and are still limited to multiple choice questions. Mr. Ari feels that this limitation makes him prefer to use a paper test which can include multiple-choice questions, short answers, and also essay questions.

The other teacher also having trouble when it comes to operating the unfamiliar technologies, as Mr. Dafa said:

"... In my opinion, when there is a new technology that I don't understand, I think it's complicated and sometimes makes me avoid it. If I know the technology, I'm happy, so why not (use it). If we use that technology which easy, makes easier for us, we understand it, operate easily and so on, I will be happy." (Mr. Dafa, No. 18)

In this statement, Mr. Dafa is not ready to use technology in teaching English. He said that he is ready with technology that he is already familiar with him and uses it in the teaching process, but his attitude in the statement that shows he tends to avoid technology that he thinks that it is complicated shows that he is generally still not ready to use technology in teaching English. Even though it was like that, from that statement he also stated that he also had the intention to try to understand the technology that he didn't know about by asking his colleagues the next day.

Therefore, even though many of the teachers, at least once, stated that they were satisfied with the existence of technology in learning, they also still faced

things that made them reluctant to use technology in the future. Their attitude is what makes them categorized as not ready in terms of affective readiness.

Observation result

To enrich the data and validate the statements expressed by the teachers, I conducted classroom observations. The observation was held on 14th March-18th March 2023 to cross-check what the teachers said in the interview and what they do in the classroom. I observed Mrs. Belia, Mrs. Citra, and Mr. Dafa when they teach their students in 7th and 8th grade of junior high school as a non-participant observer. Mr. Ari was not observed because he only handled the 9th grader, which at that time they already finished their learning period. The observation was 90 minutes long or 2 hours of lessons.

The result of the observation is contrary to what the teachers said. The teachers did not use any technology during the observation period. They teach in class using the lecture method which still focuses on Lembar Kerja Siswa (LKS) or Student Worksheets book as the main material they present. On one occasion when observing in class, there was a listening section in the LKS book. I thought that the teacher would use an active speaker to convey listening material to his students, but he read the listening text which was also written in the LKS book for teachers.

From all the observations I have done, what the teachers told me in the interview was different from what they do during the observation period. In the interview, they say that they usually use certain technology such as PowerPoint, video, and the Internet in their teaching and learning activities, but in the observation, don't use any technology at all. I feel that teachers may use technology in their teaching only when they need it. If they can still convey learning material without using technology at all, even simple technology such as active speakers for listening, they choose to equate it conventionally. Their attitude towards using in this observation is in line with the results I got from the interviews which show that teachers are still not ready to use technology.

Discussion

From the data gathered using interviews and observation, I will discuss the result of the data. This paper aimed to answer the question "How is EFL teachers' readiness in using technology to teach English?"

The findings from the interview and observations show that teachers are not ready with technology to teach English. The results of the present study are in line with the previous study (Abdul Razak et al., 2018; Çalışkan & Caner, 2022; Souheyla & Nassima, 2022; Summak et al., 2010; Tuzahra et al., 2021; Wahyuni et

al., 2021). However, the findings of the present study are contradicting previous studies (Cahyani & Cahyono, 2012; Liza & Andriyanti, 2020) that show teachers are ready to use technology in their teaching. Teachers' affective readiness is low even though their cognitive readiness is generally high. According to the TAM framework, someone's cognitive response (perceived ease of use and perceived usefulness) affecting to their affective response (attitude towards using), which is affecting their intention to use technology. The teachers in this study on average have a high perceived ease of use, but the level of perceived usefulness is below the perceived ease of use, which affects the results of their attitude towards them, which is low on average.

Even though teachers got high perceived ease of use, not all of their responses were positive in the interview. They revealed that they had problems when using technology, one of which was the lack of support for school facilities. According to Champa et al. (2019), teachers will tend to use basic application software because of insufficient proper and practical software in terms of application. This statement fits with the fact that teachers prefer to use simple computer applications such as PowerPoint and Microsoft Word or not use technology at all. Teachers need a variety of technologies, including mobile phones, PCs, internet-connected gadgets, augmented reality devices, and a reliable internet server, to make it easier to employ technology in the classroom (Abdul Razak et al., 2018).

Another obstacle experienced by teachers when using technology is their lack of readiness to accept new technology. Teachers find it difficult to adapt to new technology at first which can create a sense of resistance to using the technology. This may be due to the lack of use of technology in teaching English at the beginning of their career (Afandiyeva, 2021) so they feel comfortable using their teaching methods that do not use technology. A study conducted by Cuhadar (2018) to explore the knowledge and training that pre-service teachers gain about using ICT in education shows that Pre-service teachers argue that they do not receive appropriate training and assistance when they are enrolled in ICT-related courses at their faculty. This is also one of the factors why in-service teachers find it difficult to adopt technology in learning.

Even though one teacher admitted that teachers received training on technology for teaching and learning, in reality, they did not use it at all unless the technology was required for them, such as the CBT application for semester exams a school-specific learning management system that was used during distance learning during the pandemic, or basic PowerPoint and speaker for delivering teaching materials. This situation in line with a study conducted by Cahyani & Cahyono (2012) where the teachers employed technology to assist

them in language teaching. In fact, the existence of technology in learning can be used as a supportive tool for teaching and learning in the classroom, not as a replacement for traditional face-to-face instruction (Champa et al., 2019).

The average teacher's perceived usefulness of teachers has results below perceived ease of use, but they admit that they feel that technology helps their work a lot. From research conducted by Champa et al. (2019), teachers realize that ICT is now an important aspect of teaching that should be learned by recent teachers. The development of information communication technology has changed our entire perspective on various problems and issues that exist on this earth, including the perspective on the use of new media in the learning process (Gafar & Abdoel, 2008). Teachers agree that technology helps their work as teachers such as preparing teaching materials, correcting student work, and also inputting student grades.

Cahyani & Cahyono (2012) conducted a study to explore teachers' attitudes towards technology use for their students and the study shows that the teachers have positive attitude towards the use of technology in the language classrooms. The findings of present study is contradicting with it. Teachers may not accept and use technology because they feel that technology gives them bad experiences. This may be due to their perceived ease of use which indicates that many of them feel that technology is easy to use. The teacher's unwillingness to use technology can also be seen from the results of observations which show that the teacher did not use technology at all during the observation period.

Conclusion

This study focuses on EFL teachers' readiness in using technology in teaching English. According to the TAM framework, people's perceived ease of use and perceived usefulness will lead to the person's attitude toward using technology. In this case, teachers' attitude towards using is almost in the same height and generally low. However, their perceived ease of use and perceived usefulness result are varying. From the interview, the teachers feel that technology for learning is very useful for them, but they feel it is not easy to use and also somewhat resistant to accept the existent of technology in teaching. From the results that have been obtained, it can be said that the teachers in this school are not ready to use technology in teaching English.

I hope this study will spread schools' and education faculties' awareness about teacher technology readiness in teaching and give support to them to prepare themselves to be ready with teaching technology. Teachers might consider the problem in this study as one other important thing to face in the advancement of the technology era and have the awareness to prepare

themselves to be ready with teaching technologies. This study will also help further researchers who want to raise the same problem in teacher technology readiness and complete the other aspects I haven't done such as problems faced by teachers who are digital literate to use technology in teaching.

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